



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
2007**

**Grade 5  
Reading**

# Reading

- ❶ Which sentence uses the word plot to mean “a secret plan”?
- A. The police discovered the plot to rob the bank.
  - B. The plot of the story led the main character to many cities.
  - C. The gardener divided the plot between vegetables and flowers.
  - D. The couple bought a plot large enough for a house and garage.
- ❷ The words subway and submarine have a prefix (beginning) that means
- A. under.
  - B. with.
  - C. next to.
  - D. in between.

*Read this article about butterflies and then answer the questions that follow.*

## **Butterfly Puddles**

*by Cindy Blobaum*

**Give butterflies a place to find minerals they need. Then sit back and enjoy the show!**

Most kinds of butterflies get the liquid they need from flower nectar, so why do they sometimes swarm around damp spots? Perhaps you've seen butterflies clustered around a damp spot on a dirt path or road. Those butterflies aren't thirsty. They are puddling. Butterflies "puddle" when they are in search of minerals they need to be healthy, such as sodium and nitrogen.

- 2** Since butterflies use their tongues to extract minerals from damp soil or sand, why not create a puddling place for them in your garden or yard?

Follow the directions to create a butterfly puddle. Then enjoy watching the butterflies it attracts!

### **What you'll need:**

- a shallow dish (such as a saucer from a plant pot, or a pie pan)
- rich soil (such as topsoil)
- sponges
- scissors
- flat rocks (some light-colored and some dark-colored)

### **What to do:**

1. Spread a thin layer of soil in the bottom of the dish.
2. Arrange the rocks in the dish.
3. Cut the sponges into shapes, then place them between the rocks.
4. Wet the sponges so that some water seeps into the soil below, but not so much that there is standing water.
5. Place your butterfly puddle in a sunny area near flowers. Try to keep it out of the wind, and make sure it stays moist.

### **Perfect Landing Spots**

Butterflies use their surroundings to regulate their body temperatures. Dark-colored rocks hold heat, while light-colored rocks reflect it. If you use both light- and dark-colored rocks, the butterflies can choose which one is the right temperature for them.

### **Smooth Landings**



Petunias, sunflowers, zinnias, and other large, flat-headed flowers are butterfly favorites. They are easy to land on and provide lots of nectar.



Butterflies also enjoy butterfly bushes, milkweed, and marigolds.



- 3 Butterflies seek puddles because they need
- A. water to drink.
  - B. minerals to eat.
  - C. to cool themselves down.
  - D. to rest on damp soil.

- 4 In paragraph 2, the word extract means to
- A. take out.
  - B. put back.
  - C. make up.
  - D. turn down.

- 5 Why should the flat rocks be both light- and dark-colored?
- A. to make the puddles beautiful to look at
  - B. to make the puddles blend with the flowers
  - C. to give butterflies places to hide from enemies
  - D. to give butterflies different temperature choices

- 6 What do the pictures under the article show?
- A. the reasons butterflies like petunias best
  - B. the shapes of flowers butterflies like best
  - C. the sizes of marigolds butterflies try to avoid
  - D. the height of sunflowers butterflies need

- 7 Explain how the information in this article is organized to make the directions easier to follow. Use details from the article to support your answer.

*Read these poems about insects and then answer the questions that follow.*

### **A Dragon-Fly**

When the heat of the summer  
Made drowsy the land,  
A dragon-fly came  
And sat on my hand,  
5 With its blue jointed body,  
And wings like spun glass,  
It lit on my fingers  
As though they were grass.

*—Eleanor Farjeon*

### **Little Talk**

Don't you think it's probable  
that beetles, bugs, and bees  
talk about a lot of things—  
you know, such things as these:

5 The kind of weather where they live  
in jungles tall with grass  
and earthquakes in their villages  
whenever people pass!

10 Of course, we'll never know if bugs  
talk very much at all,  
because our ears are far too big  
for talk that is so small.

*—Aileen Fisher*

8 In line 2 of “A Dragon-Fly,” the word drowsy means

- A. noisy.
- B. cloudy.
- C. buggy.
- D. sleepy.

9 What do lines 5 and 6 of “A Dragon-Fly” describe?

- A. the movement of the dragonfly
- B. the way the dragonfly looks
- C. the movement of the speaker’s hand
- D. the way the speaker acts in summer

10 In “Little Talk,” what is the **most likely** reason the speaker says “Don’t you think”?

- A. to help the reader learn about bugs’ lives
- B. to help the reader imagine what bugs might say
- C. to tell the reader what the speaker likes about bugs
- D. to tell the reader what the speaker thinks about bugs

11 In “Little Talk,” why are people unable to hear bugs?

- A. People are too large.
- B. People are not listening.
- C. The jungle is too noisy.
- D. The bugs speak too fast.

12 How do the speakers feel about the insects in the two poems? Explain your answer by using details from **both** poems.

# Acknowledgments

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“A Dragon-Fly” (p. 4) from *Over the Garden Wall* by Eleanor Farjeon. Copyright © 1933, 1951 by Eleanor Farjeon. Published by Frederick A. Stokes Company.

“Little Talk” (p. 4) from *Always Wondering: Some Favorite Poems of Aileen Fisher*. Copyright © 1991 by Aileen Fisher. Published by HarperCollins.

## Grade 5 Reading Released Item Information

| Released Item Number        | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  |
|-----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Content Strand <sup>1</sup> | WV  | WV  | II  | WV  | II  | II  | II  | WV  | LI  | LA  | LA  | LA  |
| GLE Code                    | 4-3 | 4-2 | 4-7 | 4-2 | 4-7 | 4-7 | 4-7 | 4-3 | 4-4 | 4-5 | 4-5 | 4-5 |
| Depth of Knowledge Code     | 2   | 1   | 1   | 2   | 1   | 2   | 3   | 1   | 2   | 2   | 2   | 3   |
| Item Type <sup>2</sup>      | MC  | MC  | MC  | MC  | MC  | MC  | CR  | MC  | MC  | MC  | MC  | CR  |
| Answer Key                  | A   | A   | B   | A   | D   | B   |     | D   | B   | B   | A   |     |
| Total Possible Points       | 1   | 1   | 1   | 1   | 1   | 1   | 4   | 1   | 1   | 1   | 1   | 4   |

<sup>1</sup>Content Strand: WV = Word ID/Vocabulary, LI = Literary/Initial Understanding, LA = Literary/Analysis & Interpretation,  
II = Informational/Initial Understanding, IA = Informational/Analysis & Interpretation

<sup>2</sup>Item Type: MC = Multiple Choice, SA = Short Answer, CR = Constructed Response





**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
Support Materials  
2007**

**Grade 5  
Reading**

**NECAP 2007 RELEASED ITEMS  
GRADE 5 READING**

**4.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships** by selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

- ❶ Which sentence uses the word plot to mean “a secret plan”?
- A. The police discovered the plot to rob the bank.
  - B. The plot of the story led the main character to many cities.
  - C. The gardener divided the plot between vegetables and flowers.
  - D. The couple bought a plot large enough for a house and garage.

**4.2.1 Students identify the meaning of unfamiliar vocabulary** by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)

- ❷ The words subway and submarine have a prefix (beginning) that means
- A. under.
  - B. with.
  - C. next to.
  - D. in between.

## Butterfly Puddles

### Informational Text

**4.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to explicitly stated main/central ideas or key details**

- 3 Butterflies seek puddles because they need
- A. water to drink.
  - B. minerals to eat.
  - C. to cool themselves down.
  - D. to rest on damp soil.

**4.2.1 Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)**

- 4 In paragraph 2, the word extract means to
- A. take out.
  - B. put back.
  - C. make up.
  - D. turn down.

## Butterfly Puddles

### Informational Text

**4.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using** information from the text to answer questions related to explicitly stated main/central ideas or key details

- 5** Why should the flat rocks be both light- and dark-colored?
- A. to make the puddles beautiful to look at
  - B. to make the puddles blend with the flowers
  - C. to give butterflies places to hide from enemies
  - D. to give butterflies different temperature choices

**4.7.1 Demonstrate initial understanding of informational texts (expository and practical texts) by obtaining** information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)

- 6** What do the pictures under the article show?
- A. the reasons butterflies like petunias best
  - B. the shapes of flowers butterflies like best
  - C. the sizes of marigolds butterflies try to avoid
  - D. the height of sunflowers butterflies need

## Butterfly Puddles

### Informational Text

**4.7.3 Demonstrate initial understanding of informational texts (expository and practical texts) by organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)**

- 7** Explain how the information in this article is organized to make the directions easier to follow. Use details from the article to support your answer.

#### Scoring Guide:

| Score        | Description  |
|--------------|--|
| <b>4</b>     | Response provides a thorough explanation of how the information in this article is organized to make the directions easier to follow. Response includes details from the article.    |
| <b>3</b>     | Response provides an explanation of how the information in this article is organized to make the directions easier to follow. Response includes some details from the article.       |
| <b>2</b>     | Response provides a partial explanation of how the information in this article is organized to make the directions easier to follow. Response uses limited details from the article. |
| <b>1</b>     | Response is vague or minimal.  |
| <b>0</b>     | Response is totally incorrect or irrelevant.   |
| <b>Blank</b> | No response  |

#### Training Notes:

How the information in this article is organized to make the directions easier to follow: The responses may include the following features. Alternately, the responses may also discuss the organization of the passage.

Page organization

Diagram

Space on page

Numbers and bullets

SCORE POINT 4

7

The information from "Butterfly Riddles" is organized to make it easier to follow. It is easier to follow because the first thing it talks about is why butterfly like puddles. The second thing they talk about is the material you need. Then talks about what you need to do to make it. After that, they tell where a good spot is for the puddle. That order is easy because you would want to know what materials you would need. Then you would need to know how to put it together. You would also need to know where a good spot for it is because if you had the wrong spot the butterflies wouldn't come. That is how the information is organized to make it easier to follow.

Response provides a thorough explanation of how the information in this article is organized to make the directions easier to follow. Response includes details from the article.

SCORE POINT 3

7

The information in the article is in order. You do not need to search for steps. They tell you the materials you need before you get started.

This way you can gather all your materials and see if you're missing something. This prevents you from stopping during your project. Also, the steps of what to do are in order so you know what to do first, second, fourth, and fifth. If the directions are mixed up, the project might not come out correctly. Having the right order makes the directions clearer.

Response provides an explanation of how the information in this article is organized to make the directions easier to follow. Response includes some details from the article.



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GRADE 5 READING

SCORE POINT 2

7

The information is organized to make the directions easier to follow because the article tells about the butterflies first. Then, they tell you what you need to make a damp spot. Next, tell you how to make it with your tools. They also tell you where you should put it. That's organized to make the directions easier to follow.

Response provides a partial explanation of how the information in this article is organized to make the directions easier to follow. Response uses limited details from the article.



NECAP 2007 RELEASED ITEMS  
GRADE 5 READING

SCORE POINT 2

7

they start with the first thing to do first. they put different titles for different sections. They number there steps so people don't mix them all together. also counfuse them for one big derrection. But they nubered theres so people would not get counfused.

Response provides a partial explanation of how the information in this article is organized to make the directions easier to follow. Response uses limited details from the article.

NECAP 2007 RELEASED ITEMS  
GRADE 5 READING

SCORE POINT 1

7

The article is well organized because  
it takes you step by step and has every  
thing in the correct order.

Response is vague or minimal.

SCORE POINT 0

7

Butter flies like damp  
places so they hang out  
there

Response is totally incorrect or irrelevant.

## A Dragon-Fly and Little Talk

### Literary Texts

**4.3.1** Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by identifying synonyms, antonyms, homonyms/homophones, or shades of meaning

**8** In line 2 of “A Dragon-Fly,” the word drowsy means

- A. noisy.
- B. cloudy.
- C. buggy.
- D. sleepy.

**4.4.2** Demonstrate initial understanding of elements of literary texts by paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

**9** What do lines 5 and 6 of “A Dragon-Fly” describe?

- A. the movement of the dragonfly
- B. the way the dragonfly looks
- C. the movement of the speaker’s hand
- D. the way the speaker acts in summer

## A Dragon-Fly and Little Talk

### Literary Texts

**4.5.2** Analyze and interpret elements of literary texts, citing evidence where appropriate by describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits

- 10 In "Little Talk," what is the **most likely** reason the speaker says "Don't you think"?
- A. to help the reader learn about bugs' lives
  - B. to help the reader imagine what bugs might say
  - C. to tell the reader what the speaker likes about bugs
  - D. to tell the reader what the speaker thinks about bugs

**4.5.3** Analyze and interpret elements of literary texts, citing evidence where appropriate by making inferences about problem, conflict, or solution

- 11 In "Little Talk," why are people unable to hear bugs?
- A. People are too large.
  - B. People are not listening.
  - C. The jungle is too noisy.
  - D. The bugs speak too fast.

## A Dragon-Fly and Little Talk

### Literary Texts

**4.5.2** Analyze and interpret elements of literary texts, citing evidence where appropriate by describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits

- 12** How do the speakers feel about the insects in the two poems? Explain your answer by using details from **both** poems.

#### Scoring Guide:

| Score | Description   |
|-------|---|
| 4     | Response provides a thorough explanation about how the speakers feel about the insects in the two poems. Response includes details from both poems.               |
| 3     | Response provides an explanation about how the speakers feel about the insects in the two poems. Response includes some details from both poems.                  |
| 2     | Response provides a partial explanation about how the speakers feel about the insects in one or both poems. Response uses limited details from one or both poems. |
| 1     | Response is vague or minimal.   |
| 0     | Response is totally incorrect or irrelevant.  |
| Blank | No response   |

#### Training Notes:

How the speakers feel about the insects in the two poems: The first speaker thinks that insects are beautiful. The second speaker wonders about insects.

**Note:** Students may react in different ways; responses must be supported by the two poems.

12

In both poems, the speakers feel that the insects are nice to have around. Eleanor Farjeon describes the dragon-fly in her poem as a graceful figure with a blue jointed body and wings like spun glass. She makes the dragon-fly a peaceful figure. Aileen Fisher describes the bugs in her poem as active, talkative creatures. The insects she made up talk about their kind of weather in grassy jungles, and how they get earth-quakes whenever humans pass by their village. Both women use these insects as nice things to have around the yard.

Response provides a thorough explanation about how the speakers feel about the insects in the two poems. Response includes details from both poems.

SCORE POINT 3

12

In the first poem the speaker felt that dragonflies and their wings were pretty. He also felt that the dragonfly was blue, so most other dragonflies are blue to him, too. The 2nd speaker felt that other bugs were tiny and that they might actually speak tiny languages down there. They both feel that bugs are quite fascinating. I know this because they describe the bugs and tell what happens when people walk by them.

Response provides an explanation about how the speakers feel about the insects in the two poems.  
Response includes some details from both poems.

NECAP 2007 RELEASED ITEMS  
GRADE 5 READING

SCORE POINT 2

12

The speaker feels about the insect like they are their friends. The speaker is gentle to the bugs by letting them land on their hands. The speakers feel like they can talk to them.

Response provides a partial explanation about how the speakers feel about the insects in one or both poems. Response uses limited details from one or both poems.



NECAP 2007 RELEASED ITEMS  
GRADE 5 READING

SCORE POINT 1

12

They like insects like  
how they and they think about  
what they talk about.

Response is vague or minimal.

SCORE POINT 0

12

They might feel like  
what is happening.

Response is totally incorrect or irrelevant.